DOCUMENT RESUME

ED 116 303 EA 007 785

AUTHOR Brown, Jack E.; And Others
TITLE A Model for Alternative Evening High Schools.
PUB DATE 75
NOTE 76p.; Submitted in partial fulfillment of the requirements for Doctor of Education degree, Nova University

EDRS PRICE MF-$0.76 HC-$4.43 Plus Postage
DESCRIPTORS *Alternative Schools; Curriculum Development; *Dropout Programs; Dropouts; Educational Alternatives; *Evening Programs; *Evening Students; Models; *Night Schools; Secondary Education; Student Enrollment

ABSTRACT

The purpose of the practicum described here was the development of a model for an alternative night high school. The plan called for a curriculum aimed at student interest and graduation requirements, a profile procedure for identifying potential candidates, and the operation of a prototype evening program during the summer of 1975 to test the feasibility, practicality, and desirability of a program of this nature. Plan development is documented and the prototype action, survey, research, and implementation are fully described. The evening program was implemented for the summer of 1975, found to be successful, and installed for the 1975-76 school year. (Author/IRT)

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ED116303

A Model For Alternative Evening High Schools

by

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Submitted in partial fulfillment of the requirements for Doctor of Education degree, Nova University.

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Maxi I Practicum
1975

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ABSTRACT

The purpose of this Maxi I Practicum was to develop a proposed model for an alternative night high school. This plan calls for a curriculum aimed at student interest and graduation requirements; a profile procedure for identifying potential night high school candidates; and, the operation of a prototype evening program during the summer of 1975 to test the feasibility, practicality and desirability of a program of this nature.

Plan development is documented and the prototype action, survey, research and implementation is described fully with a summation of all findings.

To evaluate the problem resolution effectiveness of a practicum of this implementation magnitude would logically be more conclusive if an on going time frame of at least two years was available.

Within the limited time (approximately eight months) available for program consideration and observation to date, the authors concur that the very nature of this practicum, a problem solving educational program development process, now being considered by a large California school system has been an interesting and

satisfying labor of love.

The authors also contend that an indepth analysis and assessment of this night high school program as it is "launched and tried" in 1975-76 will challenge the traditional educational "high seas" and could provide an excellent opportunity for further practicum involvement.

INTRODUCTION

Each year the Anaheim Union High School District is faced with a declining enrollment due to the "mysterious disappearances" of some 800 - 1,000 students.

What to do to alleviate this situation has plagued this high school district for some time. This Maxi I Practicum is one approach suggested by the authors which may reduce the number of these "no show" students.

To implement a problem resolution, four major tasks must be faced:

1.0 The administration and Board of Trustees of the Anaheim Union High School District must be convinced that an evening high school is feasible, practical and desirable.

2.0 Support for housing, financing and staffing must be obtained.

3.0 A curriculum must be developed.

4.0 A profile procedure for identifying potential night school students must be researched, developed, tested and put into operation.

The evaluative summary must be drawn and the answers weighed. If the answers are positive, and it is the null hypothesis of the authors that they will be, then a basis for a full scale alternative night high school program for the full school year beginning in September, 1975 is proposed, documented and recommended.

PROBLEM IDENTIFICATION

Background

A growing concern of school administration, teachers and parents, as well as the writers, is that education is entrapped by tension between a rapidly changing society and a slowly changing public school system. In the past few years, the incidents of student dissent, unrest and racial discord has risen sharply. Sociological, political and financial influences, coupled with countless court decisions, have radically changed the high schools' student body profile.

Within the past ten years, the cost of the high schools to the taxpayers has almost doubled. In turn, the public expects this more expensive secondary educational system to serve students more effectively. Little research has shown the system to be, in fact, more effective.

With increasing demands upon the public school systems to produce, educators are keenly aware that solutions to many secondary educational problems are elusive and will continue to be so. They are also aware that schools can function effectively in a changing society

only to the extent that they adjust to its needs and exploit in its services all emerging advances in instructional methodology and techniques. Unfortunately, changes in educational approaches rarely gain unanimous approval immediately, but it does evoke discussion, debate, controversy and sometimes eventual action.

Today the majority of secondary students are required to fit into educational molds which for increasing numbers are precast, outmoded and non-relevant to their needs, interests and time sequence. As never before, educational relevance is critical and must be the guideline for the vast majority of today's youth.

This is the point in time in which the authors found themselves when, as educational practitioners, they undertook to research, conceptualize and assist with implementation of an alternative night high school program for the largest union high school district in California.

The Anaheim Union High School District found itself faced with the fact that between 800 and 1,000 students go unaccounted for each year between grades 9 to 12. These ex-students simply cannot be traced. This then raised the question who are these students, where are they and what are their high school graduation plans, employment prospects and possible future contributions to society?

Nathan Caplan, of the Institute for Social Research at the University of Michigan, has found that one major distinction between delinquents and non-delinquents is a belief by the delinquents that their chances of finishing high school and of getting a job are poor.

Curriculum reform can and must play a part in redirecting negative student attitudes.

It is strongly suspected that many of these young non-students in Southern California quietly drop out of school to work days full time as bus boys, motel maids, service attendants, grounds crews, ride operators, hotel employees, perhaps with all good intentions of some day completing their education at a later date, in adult school. Whether these young people ever do this is questionable.

Problem Evolution

The question is often asked, how is it that in a courtry where local control of education is reported to exist, public schools are often uniformly similar? A paradox seems to exist. In a nation of 212,300,000 overall population with 14,092,000 secondary students, educational needs are diverse, student time and economic restraints vary widely from section to section and yet our educational system varies little from one school system to the next.

Many of the present concepts of educational sameness and

centralization of control and supervision of the school calendar, were advocated by the early educational movements in the name of efficiency, standardization and centralization.

As schools and school systems grew, in size and stature, they also began to adopt more and more of the bureaucratic ethic. Once initiated these influences and ideas of how to resist change and ignore student's needs while advocating system desires grew, because in most cases organizations change from less to more bureaucracy as they increase in wealth, size and large-scale administration and instructional tasks.

The efficient, centralizing school community system desired in early education has grown to provide the framework which today does not allow a great deal of local educational innovation or control. The educationists have, for the most part, been successful in their promotional efforts to build highly organized uniform schools and instructional systems complete and functioning as if by one bell system.

Finding itself in much the same state of evolutionary educational stagnation, the Anaheim Union High School District and the authors directed their inquiry, research and resolution to the problem of 1,000 annual "no show" students: their identity, whereabouts, educational needs and desires which possibly could be resolved by providing

an alternative night high school program for students who could benefit by receiving their high school education at night.

Problem Scope

Located in Southern California, the Anaheim Union High School District with a junior, senior, and special school enrollment of 37,000 plus students is the largest single union high school district in the state of California. This high school district services six K-6 elementary school districts with a combined enrollment of approximately 80,000 elementary students. Composed of a large metropolitan, suburban and small remaining agricultural area, its geographical boundaries encompass numerous service-type industries, businesses and recreational facilities such as Disneyland, the Anaheim Convention Center/Sports Arena, the "Big A" Stadium, which hosts both a professional baseball and football team, Knott's Berry Farm, Los Alamitos Race Track, attending hotels, motels, restaurants, service agencies, shops, markets, golf courses, campgrounds, parks and other entertainment facilities. This tourist center and industrial complex provides service-type job opportunities for students almost without equal in any one high school district. The nature of these youth employment opportunities are in many cases as great or greater during the day as in the evening, another suspected cause of the school districts "no show" student problem.

An alternative, therefore, may be an extended day (night high school) for students in grades 10 through 12, with no "dropout" stigma and a greater flexibility, which would allow full or part-time employment during the day with school at night.

Having now identified one district problem, declining enrollment due to "mysterious disappearance", the advocates now faced several immediate problems. These specific problems were:

1.0 Convincing the administration, community and the local Board of Trustees that a night school is both feasible and practical.

2.0 Having successfully identified this first problem, support for housing, financing and staffing must be generated.

3.0 Once these two problems have been successfully resolved, a curriculum must be developed which is aimed at student interest areas plus subjects of a traditional nature which qualify students for a high school graduation diploma from the school district. The "traditional subjects" present a major hurdle which must be resolved.

4.0 To develop the "interested subjects" requires an initial approach for identifying, contacting and interesting students in attending a night high school program. Researching a profile procedure for identifying potential program can-

didates is a high priority item. Once we have identified these individuals and contacted them, we can then gain some specific insights into what they (meaning a group large enough to generate a class) are interested in taking which is not now being offered, or, if offered now, is not the way students would like the class to be structured.

The answers to these four problems are really the basis for our Maxi I proposal. The action component is incorporated in all of the solutions to these problems and culminates in a prototype summer school program of six weeks duration. The information gained from this prototype program, should it turn out to be successful, will be the basis for a full-scale evening program beginning in September, 1975.

RESEARCH

Who Should Be Involved

Educational researchers would agree that research involves some kind of orderly systematic approach.

Essential to that order is the objective and detached recording of phenomena so that others, simultaneously viewing the object of study or repeating the observations, arrive at the same finding.

More and more often parents, citizens, the Government, Board members--even educators--are beginning to hold individual educators responsible for attaining specific results in schools.

Educational assessment, decentralization, alternative schools, regional occupational programs, educational audits, cost effectiveness, performance contracts. behavioral objectives are efforts by the governing boards and community to establish accountability in education.

As educators, are we doing all we can in relation to potential students not attending school; approximately 750,000 student dropouts or no shows annually. It is reasonable to assume that at some point in time the community may hold educators responsible for "no show" students. Then why not consider alternative school programs to attract and educate the "for any reason" dropout?

Educators are quick to point out that what the community or Board of Education demands and holds public education accountable for, administration and teachers often do not have the resources or power to alter educational policies, practices or procedures.

Your authors contend it is unrealistic and unfair to expect educators to be accountable for goals over which they have had only a limited role in setting, when they cannot develop alternative educational systems to accomplish the task, and when instructional systems and resources to do the job are not available. Accepting this contention as a group, we agreed that whoever is to be held accountable for student educational progress must participate in goal setting, in system

design, student motivation and instruction. If we are to be successful in any alternative school plan, the classroom educator must be involved in a relevant and responsible role from the beginning and this will be a priority recommendation in our proposal.

The Nature of Today's Secondary School Candidate

Since 1950, marked changes have occurred in the secondary school population of the United States. Not only has the total number of enrolled students increased almost threefold, but the composition of the student body has broadened as well.

The public secondary schools enrolled 5,725,000 students in grades 9-12 in 1950. By 1972, this enrollment had grown to 14,092,000 students. At the same time, a significantly higher percentage of youth were attending school. In 1950, some 76 students were enrolled in public and private secondary schools for every hundred youth aged 14-17 in the general population. By 1972, a broader group attended so that 93 of every hundred youth aged 14-17 were students.

Enrollment of virtually all youth in the secondary schools has modified the nature of the school population. Schools today serve the low, middle and upper incomes, minorities, the gifted and not gifted, the able and disabled. Students with severe skill deficiencies in reading and mathematics now pass into the upper grades. In addition,

students with mental retardation and physical handicaps have entered the life of the school. Remedial classes, programs in special education, practical arts courses, psychological services have been added to the schools repertoire to serve these students.

Many changes have affected youth during the past 25 years. One of the more striking changes was the earlier onset of puberty. Since 1950, the menarche has dropped about two-thirds of a year in the United States. In the past 70 years, the menarche has fallen two full years. Adolescence, once expected to begin at age 12 or 13, now may begin as early as 10 or 11. By their sixteenth birthday most youth today achieve a cognitive and physical capability that approximates full adulthood.

The early physical maturing of youth has been accompanied by a number of significant social changes. These include a diminishing family influence and control, a new interpretation of the constitutional rights of youth, a greater mobility and affluence, a media-nourished awareness of the broader world, and a growing separation of the adult world from youth. The impact of these major trends upon youth is of considerable consequence. A discrete youth subculture has formed, one set apart in many ways from adult life. Many youth today leave the home environment prior to high school graduation.

The Panel of Youth of the President's Science Advisory Committee identified certain distinctive traits of this youth subculture in a major report entitled "Youth: Transition to Adulthood", completed in 1973. The characteristics are defined as follows:

1.0 An inward look for models and heroes. Youth, as both producers and consumers of their culture, are a self-contained group. Consequently, youth and adults have become increasingly segregated.

2.0 A psychic attachment to other youth. As family strength dwindled, youth found emotional support among themselves. A small group closeness developed, replacing, "going steady." The family has become peripheral to the social life of many youth.

3.0 A drive toward autonomy. In pressing for independence, youth tend to reject adult authority. Admiration goes to youth who successfully challenge adults. The youth media, primarily films and radio talk shows, disseminate and popularize this outlook.

4.0 A concern for the underdog. While youth posses a natural idealism, concern for the underdog appar-

ently comes from being an outsider to the mainstream institutions of society, the work organizations. This isolation tends to create a feeling of dependency and segregation, causing resentment.

5.0 An interest in change. An outsider has no stake in the status quo. Youth seem inclined to stay with their peer age group, planning changes as they grow.

Clearly, the secondary school population reflects a new chemistry of life.

The Panel on Youth considers the subculture and its attendant behaviors to be a product of the larger social environment rather than an independent movement of youth.

> Youth are segregated from adults by the economic and educational institutions created by adults; they are deprived of psychic support from persons of other ages, a psychic support that once came from the family; they are subordinate and powerless in relation to adults; and outsiders to the dominant social institutions. Yet they have money; they have

> access to a wide range of communications media and control some; and they are relatively large in number. (1:25)

The authors suspect schools play a part in this segregation. The thrust in secondary education over the past hundred years has been to keep more students in school for longer periods of time. Meanwhile, child labor laws effectively excluded youth from the labor market. Opportunities in the adult social and business world gradually became closed. As a consequence, youth became thrice segregated--from the working community and from other age groups as well as by social class.

A corollary problem is the lack of authentic work roles that once were a part of the home life of youth. The ability of young people to contribute to family needs has been curtailed by instant foods, automatic dishwashers, gas-jet fireplaces, and similar labor-saving devices. The places that once existed in the neighborhood for youth participation, such as the corner store or block improvement projects, have been diminished by bigness, mobility, anonymity and job specialization.

The focus in secondary schools over the past generation on better buildings, on modern curricula and on a higher quality

teaching staff, all commendable reforms, failed to recognize a larger world which was gradually forcing youth into holding modes surrounded by abstract, passive, synthetic experiences. Meanwhile new rearing practices allowed youth greater social freedoms while new interpretations of the Constitution provided for broader legal rights. One result of these conflicting forces has been crises in the classroom, in the home, and on the streets.

According to the National Panel of High Schools and Adolescent Education, commissioned by the U.S. Department of Health, Education and Welfare, society has, in the name of universal education, "decoupled the generations." The casual and informal links between youth and adults that in earlier years provided continuity and stabilized values have been broken. As a result, we have succeeded in producing a youth society housed in an over-burdened institution excessively isolated from the reality of the community and adult world.

Your authors agree with many educators that youth are being shortchanged by current educational and sociological arrangements. Physically, today's youth mature early. They exhibit an intellectual precocity and social awareness unmatched by previous generations. Yet, they are set aside by society in general. Most are asked to assume only minor responsibilities. Although fully ready to contribute

to the world's work, they are instructed to wait longer than did their parents or grandparents for that day of contribution. As one consequence of the waiting and the isolation, youth retreats to an exotic and ersatz subculture. Society loses their talents and they, in turn, lose the opportunity to mature through the assumption of responsible roles in the home or community "work experience."

Among the psychosocial characteristics of youth are a full development of abstract thinking and a high cognitive capability, traits served by traditional schooling. But other equally significant attributes of youth are these:

a drive for independence,

a movement toward mature personality,

an interest in career selection and preparation.

Do today's schools provide adequately for the development of the entire range of psychosocial attributes? Your authors tend to agree that these questions must be answered in the negative, at least in Southern California.

Night School Candidate

The authors found research in considerable volume which states that school dropouts cite innumerable reason for quitting school; to earn money for a car, to get married, to exploit their talents

in athletics, or to go into show business. However, the real reason in most cases is usually to escape the pressures created by failure at school: boredom with dull courses, friction with teachers, discipline, morning punctuality, the unending shame of looking stupid during the infrequent classroom appearances. Clearly, secondary education is not providing for today's students.

Secondary Education - Curriculum Evolution

Many educational researchers indicate that the secondary school curriculum should be redesigned and placed in a more comprehensive setting and time sequence. Opportunities for service and work, serious contact with adult institutions, and experiences which span age and ethnicity need to be a part of secondary education. Thus schools would become less exclusively cognitive, egoistic, and segregated by age and culture.

The times call for more than the simple addition of a few courses. Rather, a new and different perspective must be brought to bear.

The basic responsibility of the secondary schools must be to make an honest appraisal of their own limitations to serve all needs of all youth. Where learning, or the planning or sponsorship of learning, is not the central purpose at hand, institutions other than schools should provide the needed services. Schools should not presume to be the

singular answer of all youth; schools cannot furnish all services to all youth.

Learning is not confined to the classroom, however. Superior instruction may occur in a variety of settings, both on and off the school campus and perhaps as appropriately at night as in the traditional day school setting.

Under this concept the school will assume responsibility for pulling together the learning resources of the entire community as well as developing courses for classroom instruction. The authors believe that the identification and design of learning opportunities in the community must become a new curricular priority for the high school at night and that the role of the school overall is to exploit all opportunities for the education of youth.

No-Show Student Research

In the Spring of 1974, the Child Welfare and Attendance Office of the Anaheim Union High School District was asked by the authors to account for students who for "any reason" either left school by authorized procedure or dropped school for any reason which would jeopardize or delay the student's graduation from high school.

A search of records of one high school of the eight high school systems for the school year 1972-73, grades 10, 11, and 12, revealed that students were removed from the school attendance rolls for the following reasons: (Shown in Table 1).

TABLE 1

High School Student Drops - 1972-73 - One High School

A. Student transfers with record request follow-up.

37	moved out of state
83	moved within state
20	intradistrict transfers, plus
48	intradistrict transfers to continuation school (Gilbert)
2	transfers to private schools
3	transfers to adult education
6	transfers to juvenile hall
1	hospitalized with home teacher (long-term)
6	entering military service
1	transfer to schools outside United States
4	full-time ROP students
1	deceased
1	midterm graduate
215	authorized recorded withdrawals

B. Student transfers with no record request follow-up.

22	over-eighteen dropouts
49	full-time employment dropouts
24	parent-authorized dropouts
14	marriage dropouts
8	non-attendance no-shows
10	moved
2	expulsions
129	

Assuming the 129 students who leave one high school each year with no recorded education follow-up is a random sample equivalent for all high schools of the Anaheim Union High School District, with eight (8) high schools in operation at that time, it is reasonable to assume that at least one thousand thirty-two students disappear or are lost to the Anaheim Union High School District each year.

If we accept this data as reasonably accurate, we can also assume that most of these students will not complete their high school education. It is also reasonable to expect, however, that some of these "no show" students may re-enter school or receive military service high school credit at some later date.

On the basis of this research and investigation, it is the position of the authors that efforts to solve the problem of a four percent (4%) annual student "disappearance" is worthy of any and all efforts to identify these "no show" students and provide some alternative instructional system. Carried to a loss of school district revenue, four percent of 36,000 ADA at approximately $1,100.00 per ADA equals a revenue loss of approximately $1,500,000.00 per school year.

Alternative Education Forms Researched

As early as October, 1974, the authors and the Anaheim

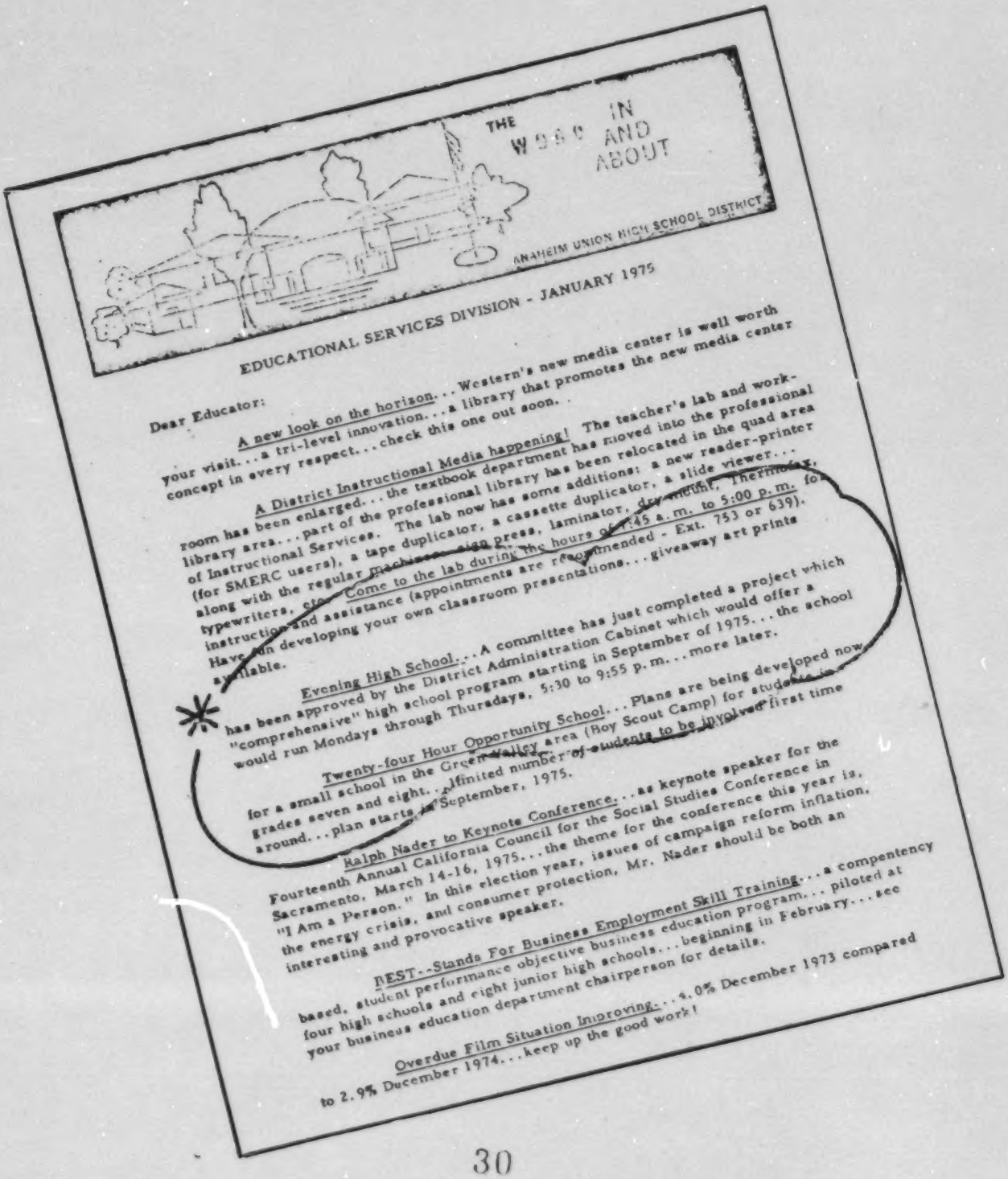
Union High School District were considering some form of alternative education program to meet the needs of "no show" students in the community.

At about the same time the administration directed the Educational Services Division of the Anaheim Union High School District to explore the possibility of an evening high school program for implementation in the Spring of 1975 or by September of 1975 at the latest. This high school-at-night program was to provide an alternative educational program for students who are unaccounted for or who would somehow benefit from such a program.

In the January 1975 issue of "The Word", a monthly newsletter sent to all teachers and administrators of the Anaheim Union High School District, editor Jack Brown (one of the authors) placed a brief progress notice of the evening high school concept. (See Figure #1.)

FIGURE #1

FIRST EVENING HIGH SCHOOL PROGRESS NOTICE



THE WORD IN AND ABOUT

ANAHEIM UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES DIVISION - JANUARY 1975

Dear Educator:

A new look on the horizon... Western's new media center is well worth your visit...a tri-level innovation...a library that promotes the new media center concept in every respect...check this one out soon.

A District Instructional Media happening! The teacher's lab and workroom has been enlarged...the textbook department has moved into the professional library area...part of the professional library has been relocated in the quad area of Instructional Services. The lab now has some additions: a new reader-printer (for SMERC users), a tape duplicator, a cassette duplicator, a slide viewer... along with the regular machines: sign press, laminator, dry mount, Thermofax, typewriters, etc. Come to the lab during the hours of 7:45 a.m. to 5:00 p.m. for instruction and assistance (appointments are recommended - Ext. 753 or 639). Have fun developing your own classroom presentations...giveaway art prints available.

Evening High School...A committee has just completed a project which has been approved by the District Administration Cabinet which would offer a "comprehensive" high school program starting in September of 1975...the school would run Mondays through Thursdays, 5:30 to 9:55 p.m...more later.

Twenty-four Hour Opportunity School...Plans are being developed now for a small school in the Green Valley area (Boy Scout Camp) for students in grades seven and eight...limited number of students to be involved first time around...plan starts in September, 1975.

Ralph Nader to Keynote Conference...as keynote speaker for the Fourteenth Annual California Council for the Social Studies Conference in Sacramento, March 14-16, 1975...the theme for the conference this year is, "I Am a Person." In this election year, issues of campaign reform inflation, the energy crisis, and consumer protection, Mr. Nader should be both an interesting and provocative speaker.

BEST--Stands For Business Employment Skill Training...a competency based, student performance objective business education program...piloted at four high schools and eight junior high schools...beginning in February...see your business education department chairperson for details.

Overdue Film Situation Improving...4.0% December 1973 compared to 2.9% December 1974...keep up the good work!

First Night High School Concepts Explored

In reviewing the literature and available data on the subject of high school programs at night, the following early concepts and questions evolved from the authors research.

1.0 Philosophy: It was generally agreed that some form of alternative education was needed (in addition to Work Experience, ROP, Continuation School, and the North Orange County Community College District). There was also general agreement that a philosophy for the program in question would need to be developed, but there was no agreement as to the philosophy in terms of its clientele. Specifically, the following were some of the concerns:

1.1 Should the night program be for all comers or restricted to non-attenders of a regular day school only?

1.2 Should there be provisions for students who wish to work during the day?

1.3 Should the program be for students with special needs as determined by the local school, teachers, and administration.

1.4 Should the program exclude the "lazy" student

who is looking for an easy way out?

1.5 Should it be an extension of continuation school?

2.0 Criteria for Selection: It was generally agreed that a set of criteria needed to be developed for the type of young person to be served by this program once the philosophy of the school was determined. This suggested to the authors that a "profile" of night students be developed.

3.0 Curriculum: There was broad discussion on curriculum issues and there appeared to be pros and cons on each of the following positions:

3.1 Completely restructure curriculum in content and scope.

3.2 Curriculum should be the same as for regular day program.

3.3 Curriculum should be a cross between the contract/individualized instruction and traditional pupil/teacher relation.

3.4 The curriculum should be broad and take advantage of all facilities including those in the district's graphic arts department, maintenance, warehouse, etc.

3.5 The curriculum should be typical of the educationally handicapped program and be remedial in nature.

4.0 Research Information: There was general agreement that we undertake a research project to include:

4.1 A questionnaire to all students enrolled in the summer night high school pilot program to ascertain why they attended, what their personal problems were in attending, what they felt were the limitations of school at night, etc.

4.2 Research by the district's Child Welfare and Attendance Office to identify dropouts, truants, and others who could benefit from a high school program at night.

4.3 The authors and others should visit night high school programs where the program has been in operation to avoid "reinventing the wheel."

5.0 Personnel: There was some disagreement on personnel composition. The main points were:

5.1 Should the teaching staff be "permanent" rather than moonlighting hourly teachers in order to give continuity to the school.

5.2 Should the teachers be "core" or "lead" teachers

to establish core classes (i.e., Math/Science, Language Arts/Social Studies, etc.)?

5.3 Should the teachers be EH (Educationally Handicapped) motivated?

5.4 Will the school(s) need an administrative staff?

6.0 Time Periods: Several ideas were expressed on this issue:

6.1 If night high school is an extension of continuation school (necessary small high school), we can gain ADA (funding) for 180 minutes, rather than 240 minutes.

6.2 If the night program were to be handled on each school campus with classes from 7:00 p.m. until 10:00 p.m., the small numbers of night students might prevent a comprehensive school rating.

6.3 If we cut out some of the traditional daily program (assemblies, etc.), 40-minute periods may be better utilized. In addition, it was suggested that 40 minutes may be the limit of the attention span of night students.

There were many other miscellaneous items mentioned and discussed such as tenure, politics (among day vs. night programs),

transportation, quality, guarantees that students would attend when some do not attend now, funding, etc.

It was generally agreed that this first free-and-open dialogue with all groups was worthwhile and that the authors would meet again as often as feasible with lay, teacher, and administrative groups.

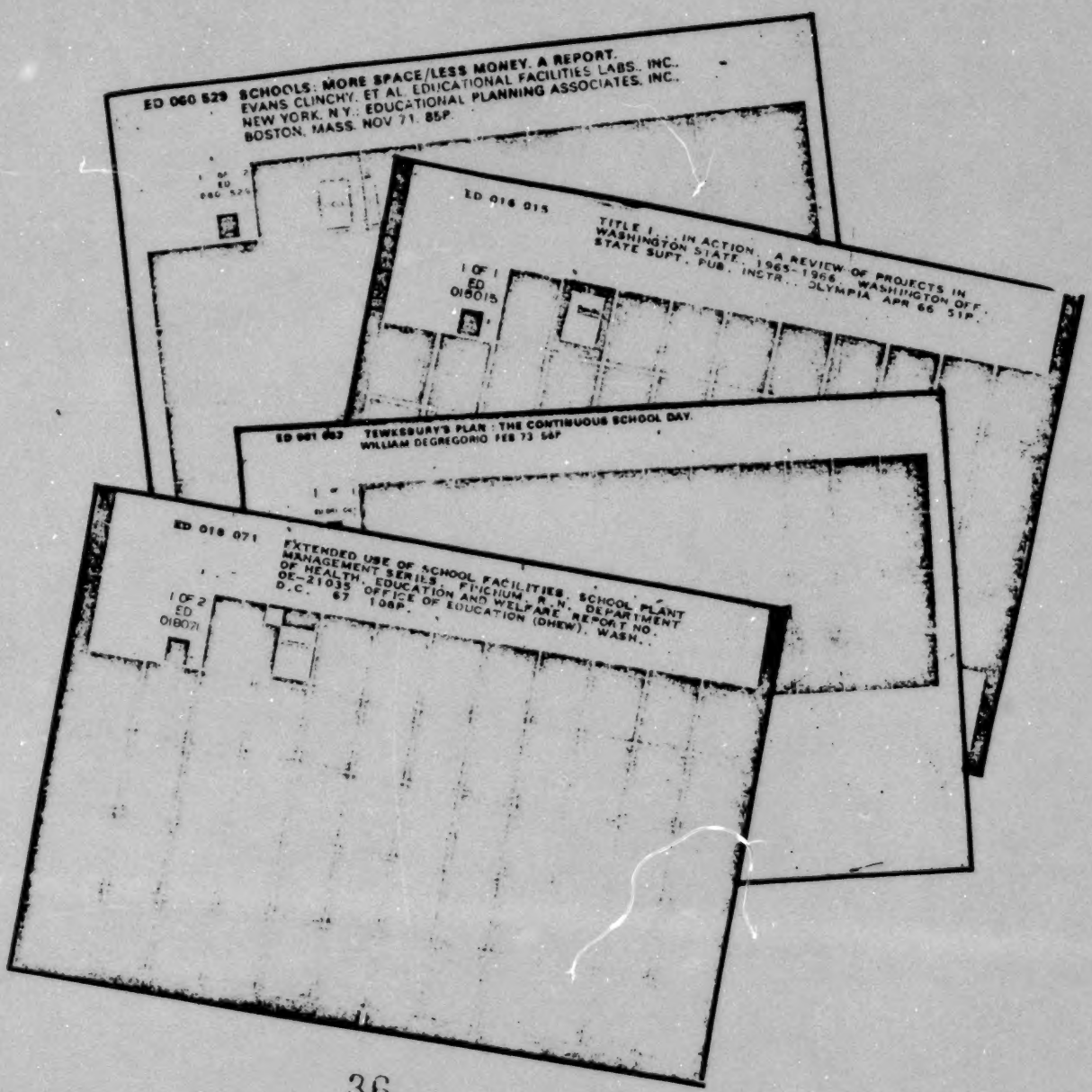
Existing Night High School Location Search

As a follow-up to the recommendation that some existing night high school programs be visited and observed, ERIC and SMERC, two data banks, were searched as to location and nature of night high school programs.

It was indeed surprising to the authors that a very limited volume of literature was available on the subject of alternative night high school programs. Several sources contacted retrieved from their data banks information on microfiche of the "continuous school day plan" and others. (Sample shown in Figure #2.)

FIGURE #2

DATA BANK INFORMATION ON ALTERNATIVE HIGH SCHOOLS


ED 060 529 SCHOOLS: MORE SPACE/LESS MONEY. A REPORT.
EVANS CLINCHY, ET AL. EDUCATIONAL FACILITIES LABS., INC.,
NEW YORK, N.Y.; EDUCATIONAL PLANNING ASSOCIATES, INC.,
BOSTON, MASS. NOV 71. 85P.
ED 016 015
TITLE I ... IN ACTION. A REVIEW OF PROJECTS IN
WASHINGTON STATE, 1965-1966. WASHINGTON OFF.
STATE SUPT. PUB. INSTR., OLYMPIA. APR 66. 51P.
1 OF 1
ED
016015
ED 001 052 TEWKSBURY'S PLAN : THE CONTINUOUS SCHOOL DAY.
WILLIAM DEGREGORIO FEB 73 56P
ED 016 071
EXTENDED USE OF SCHOOL FACILITIES. SCHOOL PLANT
MANAGEMENT SERIES. FINCHUM, R.N. DEPARTMENT
OF HEALTH, EDUCATION AND WELFARE, REPORT NO.
OE-21035. OFFICE OF EDUCATION (DHEW), WASH.,
D.C., 67 108P.
1 OF 2
ED
016071

No data available to the authors specifically dealt with an alternative comprehensive high school program at night.

With this disappointing turn of events, the authors contacted the California State Department of Education and were advised that the only known night high school programs in the Western United States were Sunset High School, Las Vegas, Nevada and Washington Center, Pasadena, California. With this new information, the authors programmed themselves to visit each school site.

On-Site Interviews at Washington Center

On May 21, 1975 the authors traveled to Pasadena, California and met with Mr. Paul Finot, principal of Washington Center High School, to discuss the program at this late afternoon and evening high school. Washington Center being one of the few night high school programs in California.

The students have a shared-powers agreement with the principal in that the principal sets the academic standards and the minimum attendance policy by which any student may receive credit in a class. The students set the curriculum, the hiring of teachers, behavior and discipline standards, the time classes should be offered and whether or not the principal should be rehired for the coming school year.

The school has an enrollment of 323 students with a student-

teacher ratio of 1-25. The average class size varies from 8 to 18 students per period. The teachers do nothing but teach. They have no hall duty assignments, no parent- teacher organizational groups to meet or have to work with, no grounds or restroom supervision and no discipline control. The students have the option to attend class or not attend. The only restriction on attendance is that more than three absences loses credit for the subject. They may still attend, but opportunity for earned credit has ceased.

The school operates on a 10-week module of five subjects offered a day followed by a 3-week module in which students may or may not attend school at all. If they choose to attend, they may take only one subject and it will be off-campus. Last year, student groups took trips to Baja California; bicycle trips up the coast viewing and visiting art sites along the way; tours of the municipal government in action; and backpacking into the mountains. School operates 39 weeks a year on these modules (10 weeks followed by 3 weeks).

If a student can pass a rigid comprehensive test in any given area, credit is then given to that student for that subject despite the fact that he/she may have never attended one single class meeting. This credit is given <u>before</u> the class is offered. Once it has started, the student cannot miss more than three meetings of the class to be eligible for credit in that subject.

Students attend school four days a week (Monday through Thursday), and teachers attend school five days a week. The fifth day, Friday, is used for conferences, subject preparation, faculty meetings, etc.

Interviews with students turned up the following perspectives:

- "Excellent idea."
- "Turned me back on to schooling."
- "Got me out of the drug scene."
- "Kept me from dropping out of school."
- "I don't function well in the morning."
- "I can't stand more than a couple of classes a day."
- "The small class sizes, plus you can leave or remain idea is really great."
- "I would never go back to a regular school again."

Custodian perspectives:

- "The students have no directions and as a result the campus, rooms and general school appearance has deteriorated."
- "Students are nice but seem to lack direction and motivation."
- "There is more cleanup work at this school than in a regular school setting."

Authors' Summary:

Washington Center High School is fulfilling a definite felt need

on the part of some 323 high school-age students who could not adjust or cope with a traditional school setting.

How successful this program will turn out to be is going to have to be judged by some generally accepted standard(s) after several years of operation and subjective and objective assessment has taken place. The authors observed some very significant success patterns in the area of attitudes at the time of visitation. However, if the completion or graduation record of students enrolled turns out to be significantly low, it raises the question of what judging standard(s) should be used.

Students who may have been turned "back on" to education may require a time span in to their adult years to maturate and effect a noticeable change in this area. Early judgment based on figures of completion may not be a fair standard to apply to this program.

It is a different approach and is, in the minds of the students interviewed, achieving some success and is the "right way to go." As years pass and changes in education take place, this program and others of an innovative nature may well be the basis for educational patterns of the future.

The authors did ascertain from this visitation research of the Washington Center program that students in the program felt a greater personal responsibility for the school, did not object to night attendance,

in fact, seemed to prefer school at night and many worked or had other daytime obligations: (Audio tape and slide record of visitation contained in Exhibit 1.)*

On-Site Interviews at Sunset High School, Las Vegas, Nevada

Shortly after a preview visitation to Sunset High School by the Assistant Superintendent for Education of the Anaheim Union High School District, it was proposed to the administration and Board that to aid in communication and involvement of teachers with the research of a night high school program a committee of teachers with one administrator be sent to Las Vegas to "see for themselves" this type of night school program in operation. (See Figure #3.)

*Slide/Sound presentations (Exhibit 1 and 2) are presently located in the Nova Practicum Library

FIGURE #3

TEACHER VISITATION - SUNSET HIGH SCHOOL

LAS VEGAS, NEVADA

RECEIVED
MAY 1975

ANAHEIM UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES DIVISION

MEMORANDUM

May 5, 1975

TO: JACK BROWN, JIM BOLTON
JOYCE HART, ARTHUR EMBREE,
LEONARD LAHTINEN & BARBARA WILLIAMS

FROM: LEO ARRANAGA

SUBJECT: VISITATION--SUNSET HIGH SCHOOL
TUESDAY, MAY 13, 1975

Arrangements have been made with Dr. Gary Cameron and his staff for you to visit Sunset Evening High School on Tuesday, May 13, 1975. In addition, arrangements have been made for three rooms (double occupancy) at the Stardust Hotel in Las Vegas for one night. The schedule is as follows:

MAY 13, 1975

7:30 a.m. --Depart in district station wagon from our district office parking lot

9:00 a.m. --Breakfast in Barstow

1:30 p.m. --Lunch in Las Vegas

2:30 p.m. --Check-in, Stardust Hotel

4:00 p.m. --Visit with Dr. Cameron in his office (on Las Vegas High School site--next to new auditorium)

5:00 p.m. to 10:00 p.m. --Visit classes, teachers, students, campus, etc.

10:00 p.m. -- Dinner

MAY 14, 1975

8:00 a.m. --Room check-out & depart

9:30 a.m. --Breakfast in Baker

1:00 p.m. --Lunch if necessary

3:00 p.m. --Return to district office

The authors would like to note that this visitation plan was the result of growing apprehension on the part of teacher groups (ASTA and AFT) as they became aware some planning and research on the night high school program was eminent.

To assure broad teacher input in this visitation research group, representation was requested from teacher and counselor groups as well as one of the authors, Jack Brown, representing the administration.

At Sunset High School, the research group (see Figure #3) observed and interviewed students, teachers and administrators with complete cooperation of staff and students the entire night high school operation.

In essence this is what the committee found. A unique night high school program, one that operates not in the traditional morning and afternoon hours but in the late afternoon and early evening. Las Vegas Sunset High School provides a complete three-year high school program similar to that of other local high schools except for the time of classes.

The school's program is conducted in the building of Valley High School, which has a normal enrollment of about 2,500 students, but Las Vegas Sunset High School is not associated with Valley in any way except through use of common facilities and equipment. At 4:30 p.m., five hundred Las Vegas Sunset High School students

begin the school day. They begin at that time not because Valley High School is over-crowded and double sessions are necessary, but because these students have chosen this time as the most convenient for them to attend classes.

The first assumption made by anyone reviewing the program is that it must be for those who are forced to work during the day. This assumption holds for some of the students, but work is not a stipulation for enrollment. (And, incidentally, the student who has used work as an escape from school must now face his action honestly, because he can now continue school even though he must work during the day.)

The school is unique in that no student has been assigned to it; all students have enrolled in the program voluntarily.

With this as background, it was possible to recognize that students were expressing a need and a desire to attend a school program different from that traditionally offered in the morning and early afternoon hours.

It was expected that some students would wish to attend the evening high school program to coordinate their schedule with that of their parents, who might be working in the Las Vegas gambling industry during the evening and early morning hours. It has been found, however, that very few evening students fall into this category. Although Las Vegas is a 24-hour town, a surprisingly small number

of students are in any way associated with the casinos. All of the reasons expressed by students in Las Vegas for choosing this school are as likely to apply in any other city or town.

One factor that encouraged planning of an evening high school program in Las Vegas was the facility shortage, which is expected to become acute over the next two or three years. For years schools across the nation have organized double-session classes when building construction programs fell behind. But these double sessions have been considered emergency measures which provide a less than desirable school program. In Las Vegas, a second school has opened to utilize the facilities that are occupied during "normal" school hours, thus increasing building capacity from 2,500 to 3,000 without restricting the original program.

When the concept of an evening program was first advanced, it was recognized that this would provide an opportunity for teachers to add to their income without leaving their profession. It was also recognized that a part-time "moonlighting" staff would not provide the stability that would be needed by the students. In initial planning, it was decided that teachers who taught primarily in the evening program would compose approximately half the total staff. The remainder of the staff would be made up of employees who have, as their major responsibility, a full contract in the day operation of schools within the district. As it has developed, more than half of the program is

carried by teachers who have a primary responsibility in some other program and who accept a one- or two-subject assignment in the evening program.

District regulations allow employees to work for a maximum of ten hours per week beyond their regular school assignments. As a result, an instructor who is physically capable and who feels the financial need to seek employment beyond his normal contract may do so without leaving his profession and without wasting the talent and training that has gone into the development of a professional teacher.

The initial planning for programs began with an outline of the concept and intent of the program in sufficient detail to submit to the State Department of Education for permission to apply for normal school funding for this program. The department representatives recognized the desirability of such a program and gave immediate approval for the 1970 opening.

Without fanfare or announcement, approximately two weeks prior to the end of the 1969-70 school year, a survey questionnaire was given to every student who was expected to enroll in the senior high schools of the metropolitan Las Vegas area. The questionnaire explained briefly the intent of the program; to offer to students the opportunity to attend classes during the early evening hours and asked that the student indicate whether or not he would be interested

in receiving further information about the program. It is significant that approximately 20 percent of all students indicated an interest in knowing more about the program. This was in no way a commitment on the part of the student to enroll in the school, but was at least indicative of the fact that students did not reject the concept of the school. (The present enrollment of 500 students represents four percent of the total district high school enrollment.)

Follow-up questionnaires were distributed to determine the type and extent of the staff that would be required if the program could be implemented. Much of the original planning had to be abandoned or modified as the students finally began the process of enrollment. Course choices changed and many of the students who finally enrolled were not those who had originally expressed an interest.

From the information available, the authors agreed the success of the program to date has demonstrated that students are willing to accept a course of studies outside the hours that have traditionally been allocated for high school. Many students who have accepted this alternative have done so at the expense of abandoning friends and former classmates. They have been willing to give up many school activities which comprise a major part of the high school program. Without analyzing the reasons for students' requesting or requiring this alternative opportunity, it must be recognized that a significant number of students find this a more desirable and convenient time for school attendance.

Authors' Summary

Perhaps a part of the success of the evening Las Vegas High School program resulted from a realization by the staff that students who chose this unorthodox schedule were sufficiently self-thinking to help determine and design their own programs. Perhaps it resulted from the fact that the staff was willing to listen to the students and design instruction in response to their needs rather than in a pre-determined manner which was observed by the authors. Regardless of the cause, those students who were given a chance for an educational program seemed receptive to the opportunity and appeared willing to accept the notoriety of possibly being different. (See Exhibit 2)*

Comprehensive Visitation Information and Observation Appraisal

After a complete review of both audio and visual recordings of the Pasadena and Las Vegas visitation and a detailed inspection of all the printed matter collected from these two night high school program sites, the authors hypothized the following:

1. The programs were functional and demonstrated increasing on-going success and growth.
2. Both schools were meeting the needs of their unique student bodies with orthodox instruction and curriculum.
3. Each school was unique in concept which added to their student appeal.

*Slide/Sound presentations (Exhibit 1 and 2) are presently located in the Nova Practicum Library

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1. The programs were functional and demonstrated increasing on-going success and growth.
2. Both schools were meeting the needs of their unique student bodies with orthodox instruction and curriculum.
3. Each school was unique in concept which added to their student appeal.

4. Neither school seemed to be sacrificing basic instructional quality or content for sake of success.
5. Administration and faculty appeared and demonstrated program dedication and commitment above and beyond the normal.
6. School hours, facilities and the sacrifice of some day program frills seemed to have a positive rather than negative effect.
7. Small student body, individual teacher/counselor/administration attention to individual students was apparent and seemed helpful and the students appreciated it.

With this agreed upon interpretation of the practical situation and conditions based on inference from observed data, the authors endorsed the research project to date and agreed to support and assist with further investigation and development of a high school at night program.

School Board Approves Concept

In April, 1975, after much input from administration and teachers, supported with research from many sources including the information collected by the authors, the Board of Trustees of the Anaheim Union High School District agreed to endorse the concept of a night high school program and authorize more detailed planning. (See Figure #4.)

FIGURE #4

SCHOOL NEWSPAPER NOTICE OF BOARD ACTION

Tomorrow Night Big Hoedown Girl - Ask - Guy

By Barb Temple

Washboards and waterpumps made the familiar sounds of music in the times of Lil Abner and Daisy Mae, the Red Mountain Band will bring back these times at the ninth annual Sadie Hawkins Dance tomorrow night in our own homemade barn, alias basketball hall or better known as the Kahi Gym. This rip roaring event starts at 8 p.m. 'til midnight. The cost is a measly $3 with an A.S.B. Card and $3.50 without.

The tables are turned at this dance, the chicks giggle and laugh until they've decided which dude gets the privilege of being escorted by them. This is a once in a lifetime chance girls, so grab the boy you crave on.

Featured at the dance will be the Honorable Judge Cullen at the Hitchin' Post performing the duties of Marryin' Sam. Pitures will be taken by Blalack for which includes two 5x7 tinted photos and four wallet size. Free refreshments and door prizes, will be provided by the sponsors, the Sophomore class. Awards will be given to the best dressed, so dress according.

Multi-Talented Kahi Students Do Their Thing in Art Classes

For students who like to show their creative ability, Mrs. Delaine Higashi's and Mr. Jeff Bates art classes are some of the best places to do it. Works ranging from tapestry to jewelry to ceramics are some of the many crafts students can learn.

Delaine Higashi teaches the arts of drawing and painting, tapestry fiber jewelry and two ancient arts called Feudistre and Batik.

Feudistre is fired enamel wheel, is later painted. It looks something like stain glass. Necklaces, pendants and belt buckles can all be made from Feudistre.

Batik is wax resistent dying on fabric. Garments such as quilts and shirts are made with this technique.

Some of the most recent projects that are completed or in progress are pine needle baskets, willing shell and paper marbe.

The pine needle baskets are held together with linen thread and are made in a traditional Indian fashion. Vases, plates and bowls are some of the objects the students have created from pine needles. Setting shell for jewelry consists of placing bone, wood or shell into a metal inlay.

Students Pam Heinze and Debbie Sweaney are the two students who are tackling the papier marbe. Their projects should be done in approximately two weeks.

The students that are unique in design and craft ability are: Denise Warner - jewelry, Bruce Barton - jewelry, Scott Frederickson - jewelry, Tom Rice - fabrics, Norman Kelley - drawing and painting, Lynn Judd - jewelry, Kara Evanoff - fabrics, Julie Markin - fabrics, Dwaine Daniels - drawing and painting, Dwaine Duval - drawing and painting, Amaya Patel - jewelry, Janet Hatcher - jewelry, Susan Moats - fabrics, Mike Donnelly - jewelry, Patti Bastian - fabrics, Scott Payne - drawing and painting, Tammi Natirk - drawing and painting, Carol Duncan - fabrics and flare Lowery - drawing and painting.

Jeff Bates, ceramic instructor, teaches his students to start with the fundamentals to get a proper foundation, then, advance to such projects as hanging planters and candle lanterns.

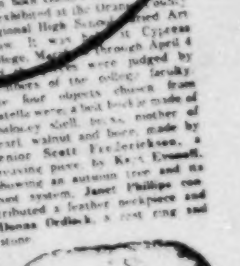
Students work with the kick wheel, butter knives and tools they

Senior Scott Frederickson creates an unusual design in marble.

make themselves. Clay pieces take about two periods to construct according to Mr. Bates. After the objects are properly prepared, they are fired. The students mix their own glazes and buiding. Projects that require hand building take about two weeks to construct and one week to fire in the kiln. Katella has its own kiln which is very convenient for the art students, especially those that are involved in ceramics.

Some of the students that excel in ceramics are: Denise Edwards, Jeff Barrington, John Shurtleff, Rick Newhouser, Allen Wood, Tim Mazelli and Gene Crownover.

Four out of fifteen art pieces from each classes were chosen to be exhibited at the Orange County Regional High School Juried Art Show. It was held at Cypress College, March through April 4 and the pieces were judged by members of the college faculty. The four objects chosen from Katella were a bird book made of abalone shell, brass, mother of pearl, walnut and bone, made by senior Scott Frederickson, a weaving piece by Kara Evanoff, showing an autumn tree and its root system, Janet Phillips contributed a leather neckpiece and Donna Ordlock, a cast ring and stone.



Janet Phillips displays original leather neckpiece.

Knight's Page

Vol. 9, No. 6 Katella High School, Anaheim, California 92806 Friday, April 4, 19

Board Approves Evening School

Anaheim school board has recently approved the Evening High School request for a September opening. Approval from Sacramento must come before the staff and curriculum is selected.

According to Lou Arrambide, Assistant Superintendent of Curriculum, the school is not to be considered as adult education class. The evening school's concept is to bring the drop-out students back to the classroom. Parental consent is required to attend the classes.

Locations for the night classes were planned for Cypress and Savanna, but it then was changed to Gilbert as a centralized location. Committee members then decided to break away from the continuation school image and have planned now on Savanna and Cypress as locations.

The board appointed committee traveled to Las Vegas, Nevada to study their program at Sunset High. The committee also studied the Pasadena High School.

The board completed its study with the conclusions that the opening of a night school won't affect the day time enrollment.

The administration will consist of a principal and four head teachers, which will be paid on a regular salary basis. The rest of the staff will consist of teachers paid by the hour.

Let's Go Fly A Kite With Carson's Class

By Debe Blackwell

What is the 'Great Caruso'? A bird, a plane, almost. Actually it's a beautiful box kite which met its death on Katella's athletic field. The red and blue wonder with the trailing tail was the creations of art teacher, Rich Carson.

There are three periods of art with every student constructing and flying their own kites. The students were shown basic design and supplied with colored tissue paper. From the e students imagination has pretty much taken over.

The kite business isn't just all fun and games, there have been some kite casualties. No matter how pretty your kite is there is no guarantee that it will fly. Sophomore Mike Watson's kite had a mind of its own and took off. Takroff also depends on weather, but the winds have been good and flights have lasted the entire hour of the class period.

Making a kite of your own is easy or buying one from the drugstore won't break your pocketbook. For making the traditional type kite follow these simple directions and have fun.

Materials:
2 light weight sticks (20" & 28")
wrapping paper or tissue
glue
kite string

When making your kite, remember it can be almost any shape. Star, box, etc., but keep it lightweight.

'Down to Earth Colors' To Replace Worn Walls

After nine years of nagging to the [illegible] the AUHSD (Anaheim Union High School District), Katella will [illegible] paint job. The colors will be 115 gallons of down to earth colors timber, falling leaf, and sunflower. The painters will be Mr. Cal Johnson, health teacher and his partner Austin Thurston with 15 student volunteers will have Katella looking like new by next fall.

According to Mr. Johnson, the painters will start painting the front of the school and paint their way to the gym. The lockers will be painted in timber. Mr. Johnson urges people interest d in helping him paint the school on weekends and after school, sign up in at counselors offices. Already five volunteers are eagerly awaiting to start painting as soon as possible.

Painting the school will be fun," commented Mr. Johnson. Refresh ments will be provided.

The idea of painting the school originated with activities director, Mr. Gary McCarthy, nine years ago. Yet every year problems arose which kept Katella from getting painted. But then this year Mr. Cullen readily agreed, then he passed on to the district for approval which after nine years of denying Katella a paint job, finally gave in to providing the paint needed. After that, it was elementary for a high school to chose the colors by students and teachers.

Perez to Compete In JEA Write-Offs

Jim Perez, cartoonist for the Knights' Page placed 6th in the Orange County on the spot journalism write-offs in sports. He competed against 110 other students. Jim received a certificate and an invitation to the state write-offs.

The state write offs begin today at the Marriott Hotel in Los Angeles. Guest speakers will include Tommy Joyce Hafer, Robert Hilburn and Charles Champlin. Also Jim Murray will be present to speak in the sports section.

The west coast JEA NSPA

Does Smoking Relieve Tension?

By Debbie Marsh

When people get upset or nervous, what do they reach for but a [illegible]. It's a big stink now about smoking around school. Students smoke up-stairs, in the amphitheatre, in back of the gym and in the restrooms. Let's face it. Teachers hate enforcing the no smoking law. They hate having to spend lunch hour policing bathrooms and listening to bad mouthing students caught smoking. But, it's also hard on the student. All they want to do is to be left alone. All day they've listened to the teachers issue more homework, press high standards on finished work and compete against the next guy for an A. I know. I look forward to lunch. It is a time I can have a breather from the hustle and bustle of normal school hours. Some students point out that teachers have a smoking room upstairs, so why can't we? Granted most students aren't adults now of legal age to smoke, but they do need a way out. I'm not professing to know the answer, but if there was a little less tension and pressure and more understanding than cigarettes, students wouldn't smoke as much and teachers wouldn't have to play baby sitter so much.

All of us know that cigarette

K-KALENDER

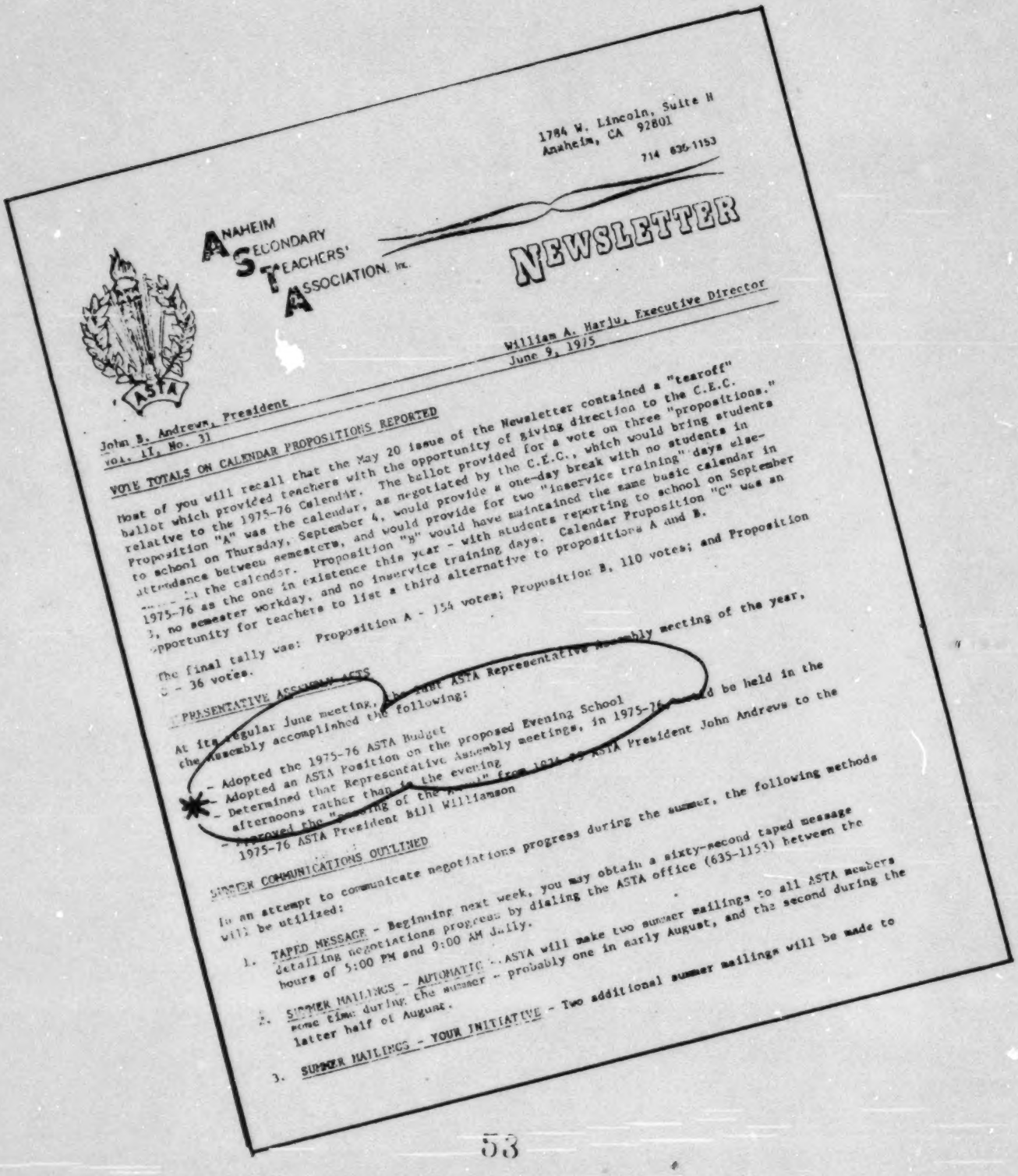
April 4 — Varsity Baseball Huntington Beach at Katella.
Speech Tournament at Cal State

Teachers' Organization Adopts Night High School Position

Shortly after Board action, the Anaheim Secondary Teachers' Association, whose members had toured the Las Vegas night high school with the author endorsed the program in concept; however, they still expressed some concerns as to faculty selection procedures, teacher rights, part-time faculty pay and other procedural matters. (See Figure #5.)

FIGURE #5

TEACHER ORGANIZATION POSITION NOTICE OF NIGHT HIGH SCHOOL PROGRAM



1784 W. Lincoln, Suite H
Anaheim, CA 92801
714 635-1153

ANAHEIM SECONDARY TEACHERS' ASSOCIATION, Inc.

NEWSLETTER

John B. Andrews, President
William A. Harju, Executive Director
Vol. II, No. 31
June 9, 1975

VOTE TOTALS ON CALENDAR PROPOSITIONS REPORTED

Most of you will recall that the May 20 issue of the Newsletter contained a "tearoff" ballot which provided teachers with the opportunity of giving direction to the C.E.C. relative to the 1975-76 Calendar. The ballot provided for a vote on three "propositions." Proposition "A" was the calendar, as negotiated by the C.E.C., which would bring students to school on Thursday, September 4, would provide a one-day break with no students in attendance between semesters, and would provide for two "inservice training" days elsewhere in the calendar. Proposition "B" would have maintained the same basic calendar in 1975-76 as the one in existence this year - with students reporting to school on September 3, no semester workday, and no inservice training days. Calendar Proposition "C" was an opportunity for teachers to list a third alternative to propositions A and B.

The final tally was: Proposition A - 154 votes; Proposition B, 110 votes; and Proposition C - 36 votes.

REPRESENTATIVE ASSEMBLY ACTS

At its regular June meeting, the [illegible] ASTA Representative Assembly meeting of the year, the Assembly accomplished the following:

- Adopted the 1975-76 ASTA Budget
- Adopted an ASTA Position on the proposed Evening School
- Determined that Representative Assembly meetings, in 1975-76 [illegible]d be held in the afternoons rather than in the evening
- Approved the "[illegible]" from 1974-75 ASTA President John Andrews to the 1975-76 ASTA President Bill Williamson

SUMMER COMMUNICATIONS OUTLINED

In an attempt to communicate negotiations progress during the summer, the following methods will be utilized:

1. TAPED MESSAGE - Beginning next week, you may obtain a sixty-second taped message detailing negotiations progress by dialing the ASTA office (635-1153) between the hours of 5:00 PM and 9:00 AM daily.
2. SUMMER MAILINGS - AUTOMATIC - ASTA will make two summer mailings to all ASTA members some time during the summer - probably one in early August, and the second during the latter half of August.
3. SUMMER MAILINGS - YOUR INITIATIVE - Two additional summer mailings will be made to

Teacher Organization Recommendation for Night High School Program

After deliberation among themselves and also with the teacher visitation group that observed the Las Vegas program (including one of the authors) the following recommendations for the Anaheim Night High School program were developed:

Purpose - This should be an alternative high school program primarily for students who are not currently enrolled in high school and for those students who are employed during the day or who have special family-related problems.

Statement of Philosophy - The program shall be open to all students in grades 11 and 12...and 10th graders in special circumstances.

1. The curriculum should be developed to the extent possible to allow individualized and personalized entry/learning levels and should also allow for group discussion and interaction.
2. Curricular units will be designed to allow variable credits to meet graduation requirements based on a quarter system so that students will receive credits for each quarter that they successfully complete a class.
3. The block/day scheduling and leisure time clusters should be deleted in favor of a typical daily class schedule on a class period basis. This would help students

understa.. in which classes they are enrolled in and make it more feasible to hire part-time teachers for the specific classes.

4. The school day should be five 55-minute periods.
5. Students should be enrolled for a minimum of 175 minutes (4 periods) of daily instruction.
6. There should be a limit or control over the number of ROP credits a student can earn per grading period in accordance with regular District policy.
7. Full-time staff members should be on the same salary schedule as day school faculties. Part-time staff positions should be paid the wage rate paid to summer school teachers.
8. Substitutes will be staffed in accordance with regular District hiring procedures.
9. Staffing should be on the basis of the pupil/teacher ratio used for staffing day high schools.
10. The funds for the operation of the evening school shall be derived exclusively from the "Necessary Small School" revenue of the District.

The following additions to the AUHSD Evening High School proposal are recommended:

1. There should be a 9-day absence limit for each quarter. Absences will include days missed due to late enrollment. A student with more than 9 absences from a class will receive no credit for that class except in cases where a Review Board consisting of the student's teacher, counselor, and administrator grants a dispensation.
2. The staff should include a security guard.
3. The school should have an open campus.
4. There should be a designated smoking area for students.
5. There should be a 30-minute lunch break between second and third periods.
6. Student activities should not be anticipated as students are not likely to be interested.
7. Enrollment procedures should be established by a joint teacher-administrator committee. The teacher members of this committee will be selected by the organizations which have participated in the inquiry into the evening high school proposal (ASTA, APGA).

Attendance - The tentative hours established for the program are 5:00 p.m. to 10:00 p.m., Monday through Thursday.

Graduation Requirements - 190 credits, to be earned in grades 9, 10, 11, and 12, are required for a high school diploma. Ninety

(90) of these credits must be earned in the following specific areas:

English	30 credits
Social Sciences	30 credits
Mathematics	10 credits
Science	10 credits
Health	5 credits
Driver Education	5 credits

The remaining 100 credits are to be met through elective courses.

History of Night Summer High School in Anaheim Union High School District

In early spring, 1975, it was proposed by the District staff of the Anaheim Union High School District with input from several sources including the authors, that some programs or total school sites of the summer school schedule being developed be offered at night. In seeking some background on the history of night summer school, the authors found that Don Liebhart, Summer School Coordinator for the Anaheim Union High School District, in planning for summer school, 1974, had discussed the idea of some summer sessions at night with assistant superintendent, Leo Arranaga, and was encouraged to develop plans for night summer school to be offered in 1974. In initial research, Mr. Liebhart was advised by many teachers that students would not choose to attend summer school at night. Some educators stated they did not think elective courses, i.e., photo,

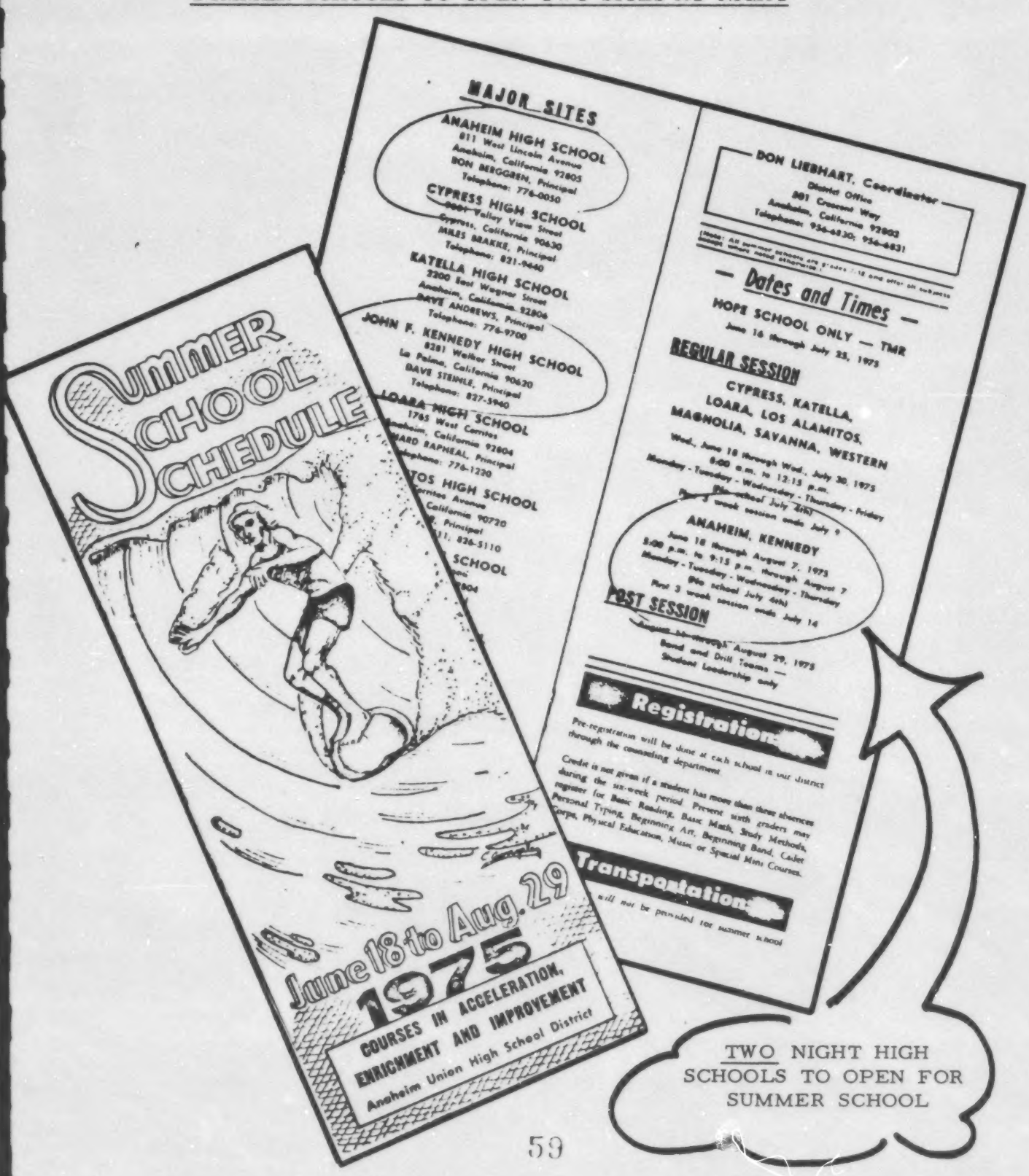
music, art, etc. would attract or draw students at night. Others speculated that parents would object to students being out of the home after dark.

To sample the validity of this early 1974 teacher response as experienced by Mr. Liebhart, the authors discussed this subject (summer school at night) with approximately forty (40) teachers of the Paramont School District (the employment school district of two of the authors, Esther and Richard Caldwell). The response of Paramont teachers was almost identical to that of teachers in the Anaheim Union High School District, to wit: teachers did not feel students would choose to go to night school, that night (dark) was a more dangerous time and parents would object.

However, the concept of night summer school classes was authorized, Board approved and successfully held in summer school, 1974. Encouraged by the initial summer night school success, the Anaheim Union High School District expanded its night course offering for summer, 1975. Thirty-five thousand (35,000) thirty-page 4" x 11" three-color Summer School Schedules were mailed to every student home in the Anaheim Union High School District in May. (See Figure #6.)

FIGURE #6

SUMMER SCHOOLS TO OPEN TWO SITES AT NIGHT


SUMMER SCHOOL SCHEDULE
June 18 to Aug. 29
1975
COURSES IN ACCELERATION, ENRICHMENT AND IMPROVEMENT
Anaheim Union High School District
MAJOR SITES
ANAHEIM HIGH SCHOOL
811 West Lincoln Avenue
Anaheim, California 92805
BON BERGGREN, Principal
Telephone: 776-0050
CYPRESS HIGH SCHOOL
Valley View Street
Cypress, California 90630
MILES BRAKKE, Principal
Telephone: 821-9440
KATELLA HIGH SCHOOL
2200 East Wagner Street
Anaheim, California 92806
DAVE ANDREWS, Principal
Telephone: 776-9700
JOHN F. KENNEDY HIGH SCHOOL
8281 Walker Street
La Palma, California 90620
DAVE STEINLE, Principal
Telephone: 827-5940
LOARA HIGH SCHOOL
1765 West Cerritos
Anaheim, California 92804
RICHARD RAPHEAL, Principal
Telephone: 776-1220
LOS ALAMITOS HIGH SCHOOL
Cerritos Avenue
California 90720
Principal
826-5110
SCHOOL
DON LIEBHART, Coordinator
District Office
801 Crescent Way
Anaheim, California 92803
Telephone: 956-6830; 956-6831
— Dates and Times —
HOPE SCHOOL ONLY — TMR
June 16 through July 25, 1975
REGULAR SESSION
CYPRESS, KATELLA, LOARA, LOS ALAMITOS, MAGNOLIA, SAVANNA, WESTERN
Wed., June 18 through Wed., July 30, 1975
8:00 a.m. to 12:15 p.m.
Monday - Tuesday - Wednesday - Thursday - Friday
No school July 4th
First 3 week session ends July 9
ANAHEIM, KENNEDY
June 18 through August 7, 1975
5:00 p.m. to 9:15 p.m. through August 7
Monday - Tuesday - Wednesday - Thursday
No school July 4th
First 3 week session ends July 14
POST SESSION
August 29, 1975
Band and Drill Teams —
Student Leadership only
Registration
Pre-registration will be done at each school in our district through the counseling department.
Credit is not given if a student has more than three absences during the six-week period. Present ninth graders may register for Basic Reading, Basic Math, Study Methods, Personal Typing, Beginning Art, Beginning Band, Cadet Corps, Physical Education, Music or Special Mini Courses.
Transportation
will not be provided for summer school

TWO NIGHT HIGH SCHOOLS TO OPEN FOR SUMMER SCHOOL

Student Summer School Enrollment Response

With two night high school sites advertized and registration materials developed, the authors sought permission to survey a sampling of night school students one week after classes were to begin on June 18, 1975. The authors wished to find out if students did choose to register for night classes and did indeed "show" for class. In response to this comprehensive and imaginative summer school program offering, a record eleven-thousand (11,000) students enrolled by the second week of classes with eleven hundred (1,100) of these students enrolling in the two night school programs.

It is also significant to note that a higher percentage of night students enrolled for full four-hour summer sessions than day summer sessions.

Summer Night Student Random Sample Survey

In the second week of the summer sessions, the authors developed a survey form and with the cooperation of the night school principal and teachers conducted a survey of one hundred sixty-six night session students at Anaheim High School from 6:00 - 8:00 p.m. (See Figure #7.)

TABLE 2

HIGH SCHOOL AT NIGHT--STUDENT QUESTIONNAIRE

1. Grade level for fall:

7th	17	%	10.2	10th	20	%	12.0
8th	11		5.5	11th	46		27.5
9th	7		4.2	12th	59		35.3
				Graduate	7		4.2
					Total		164

2. Sex:

Male	79	%	47.6	Female	87	%	52.4
					Total		166

3. Age: (Average age 15.5 years)

12	18	%	10.9	16	35	%	21.3
13	16		9.8	17	48		29.3
14	8		4.9	18	16		9.8
15	23		14.0				
					Total		164

4. Why are you selecting to attend night school rather than day school:

working full-time during day	35	%	21.9
working part-time during the day	36		22.5
must care for younger brother or sister	14		8.8
other reason	75		46.8
Total	160		

5. Would you be interested in attending high school at night if it were offered?

Yes	121	%	71.2	No	49	%	28.8
					Total		170

6. What are your feelings about high school at night?

I like it	91	%	50.3
I think I'll like it	18		9.9
Undecided	48		26.5
I prefer day school	24		13.3
Total	181		

Survey information indicated that of 166 night students contacted, 52% were girls, 48% were boys. The average age was 15 1/2 years of age.

Of the random sample of 166 students, eleven different subject classes were sampled. Approximately 5% of the students spoke only Spanish. Both elective and required subject classes were included. It was also estimated that approximately 60% of the students were remedial (for needed credit) and 40% were elective by choice.

When asked why they (night students) choose to attend school at night:

22% stated they worked full-time days.

23% said they were working part-time days.

9% were taking care of younger brothers and sisters during the day while parents worked.

46% gave reasons like:

I like night school because it gives me more time during the day for other things.

don't like to get up early.

closest school to my home.

nothing else to do at night.

only time course I wanted was offered.

In response to a question: What are your feelings about school at night?

50% I like it.

10% I think I'll like it.

27% Undecided.

13% I prefer day school.

One observable night student characteristic seems to be their attendance with a purpose. Many are making up classes failed, others are taking courses for credit, personal enrichment and enjoyment.

Some students stated they were taking advantage of special interest courses such as photography, ceramics, etc. because this was their only chance. One student commented he enjoyed his night photo class, and considered it leisure time after working all day.

At the other night site, Kennedy High School, the most popular class was driver education and training. Coed food class was termed a great success with government, history, and math classes also well attended.

The students attending Kennedy High School at night did so for many different reasons. Some students came because they had other things to do (work, etc.) during the day time. The others were attending because Kennedy was the school closest to their home. Still others came because of particular classes (driver education, Shakespeare, ceramics, or plastics) not offered at other summer schools.

From this random sampling and survey, the authors noted that whatever their reasons, it seems students do appreciate the opportunity to attend school at night and did so in record numbers in the Anaheim Union High School District in Summer School 1975.

Profile of Night High School Students

The authors found that to date the direction and character of research in the field of student profile or education-user profile has been primarily influenced by the instrumental values of the education profession, the availability of financial support, and the accessibility of data. Perhaps these influences offer some explanation of the concentration of educational research on particular areas in the field of education and the consequent neglect of others which in this case the authors contend is an almost total lack of night high school student profile research. In any case, while variance in the interests and research product of educators is not a total disadvantage to the development of a field of study, it was a disadvantage to the authors as little or no educational focus has been directed to profiling a possible night high school candidate.

Accordingly, the inventory of studies empirically testing theoretically deduced hypotheses is small, perhaps an advantage in the case of the authors, as our profile development was, of necessity, unique even to the vocabulary necessary for the development of our semi-theoretical "profile proposition."

In an attempt to conceptualize the potential night high school student profile, the following statistical data was drawn from the summer night high school student questionnaire and authors' interviews of night school students.

- Candidate will more often be female than male.
- Average age is fifteen years and six months (15 1/2 years).
- Majority will be candidates for 11th or 12th grade.
- Approximately 50% of candidates will be working full or part-time during the day.
- A majority of students surveyed welcome opportunity to attend high school at night if offered.
- A majority of students surveyed stated they "liked" high school at night.

Despite the fact that some of the authors hard-data profile research could be considered conceptually naive, theoretically weak, and seldom systematic, the authors are convinced that some profile images did seem to become common strains, and from this the authors also hypothesized the following:

- Majority of candidates will be average student dropout or "mysterious disappearance" student.
- Some candidates will be above-average students, actively seeking an alternative educational experience.
- Some candidates will be service returnees, pregnant girls, young mothers, or young working married couples.

SUMMARY

The purpose of the Maxi I Practicum was to develop and implement a model for an alternative evening high school. This was accomplished and a prototype evening program was run during the summer of 1975 at Anaheim High School in the Anaheim Union High School District, California.

Its success has set the climate for a full scale evening high school program (plant, staff, curriculum, et al) for the school year 1975-76. It will be watched closely by other school districts in California and may be the forerunner of future evening high school programs in California; and perhaps throughout the nation.

The most important factors, as seen through the eyes of the authors, are that students do like the idea of high school at night, that they will attend, and that their parents approve of them attending school in the evening. Without these positive responses, further expansion of a night high school program would almost preclude any chance of success or further exploration into the concept.

It is also the opinion of the authors that some related intra-school district relationships and new school procedural implementation difficulties are not easily predictable in specific detail, but must be anticipated and dealt with as a full-scale night high school program

is made operational.

Traditional curricular offerings seem to have as much night program student appeal as high-appeal enrichment course offerings. This would indicate the night school program should be relevant to basic student graduation requirements.

Active group discussions with teachers/students/patrons involved in night program development and needs assessments are recommended to be utilized and promoted for maximum input and relevancy.

Total program research and summer night high school pilot program assessment to date, including all hard and soft data, assessment and evaluation would tend to support and encourage some attempts to activate high school at night programs.

Students, teachers, parents, community people, the press and Board of Trustees have all expressed their approval of the program and would seem likely to support further expansions into high school at night programs.

CONCLUSION

Rationale

The four major tasks faced by the authors, namely researching the question and convincing the teachers and other decision makers of the Anaheim Union High School District that an evening high school is needed, feasible, practical and desirable; gaining support for housing, financing and staffing; developing a curriculum; and researching, developing, testing, and putting into operation a profile procedure for identifying potential night high school students have all been accomplished.

The null hypothesis that a need exists for an alternative evening high school has shown a positive correlation and plans are now being processed for a full-scale expansion of this innovative program during the 1975-76 school year in the Anaheim Union High School District.

Recommendation

The success of the summer school prototype alternative evening high school program, initiated at two high schools during the summer of 1975, indicates a definite, positive base for inaugerating a full-scale evening high school program in the Anaheim Union High School District (in California) for the 1975-76 school year.

The future major emphasis needs to be in three areas: (1) finding the students, recruiting them and inducing them to enter the

evening high school program; (2) operation and development of the school and its buildings as a vehicle to retain these recruited students for a period of time (hopefully through graduation) and prevent further dropouts and mysterious disappearances; and (3) the construction and administration of a curriculum which will attract, help hold, and provide students with the education and skills they need to be positive contributors in adult life.

FOOTNOTES

1 University of Chicago Press, 1973, p.25
Youth: Transition to Adulthood

AUTHORS

Jack E. Brown..... presently the Director of Instructional Media for the Anaheim Union High School District, Anaheim, California. Mr. Brown has been a classroom teacher, school counselor, assistant principal, principal, district curriculum consultant, A-V coordinator and director of all media services for a secondary school system of thirty-eight thousand junior and senior high school students in twenty-six schools.

Esther Caldwell..... presently an administrative assistant in the area of curriculum for the Paramount Unified School District. Mrs. Caldwell has been a classroom teacher in secondary education in all grades from seventh through teaching at California University at Long Beach, a coordinator at the county office level and a director of vocational education in a large unified school district.

Richard Caldwell..... presently is a principal of a large comprehensive general high school in the Paramount Unified School District. Mr. Caldwell has been a classroom teacher, a counselor, and an assistant principal. He has an enrollment in excess of twenty-two hundred students and a faculty of eighty-seven persons.

PRACTICUM OBSERVERS

Leonard Bacon, Ed.D	Assistant Superintendent Instructional Services Paramount Unified School District 15110 South California Avenue Paramount CA 90723 (213) 630-3131 ext. 205
Arthur Bosna	Principal Nova High School 301 North Gilbert Anaheim CA 92801 (714) 821-8400
Mary McLean, Ed. D	Psychologist Special Youth Services Anaheim Union High School District P.O. Box 3520 Anaheim CA 92803 (714) 956-6771

NOVA HIGH SCHOOL
(Evening High School)
ANAHEIM UNION HIGH SCHOOL DISTRICT
301 North Gilbert Street • Anaheim, California 92801 • (714) 821-8400
ARTHUR BOSNA, *principal*

The Learning Climate

November 20, 1975

Sam O. Kaylin
Practicums Department
National Education Department Program
Nova University
College Avenue
Fort Lauderdale, Florida 33314

RE: Maxi I practicum observation of NOVA candidates--Jack Brown, Esther Caldwell and Richard Caldwell.

Dear Dr. Kaylin:

As requested in your Maxi Practicum Observer instructions, I am taking this opportunity to communicate with you to advise your office of the following:

1. I have observed and monitored the three practicum candidates on several occasions over the past seven months.

2. Each participant has in my opinion equally shared in the practicum total development and write-up.

3. In my professional review of their efforts and recommendations I feel they have most adequately addressed the education problem and achieved their project goals.

In conclusion, let me say this work has already had significant educational impact locally, and is a worthy contribution to education.

As an information item, the Anaheim Union High School District Board of Trustees at their meeting of November 13, 1975 officially elected to name our new night high school, Nova High School. This name was one of several submitted by myself and staff for consideration.

This practicum observer role has been interesting, and I wish these candidates the best in their degree efforts.

Sincerely,

Arthur Bosna

ARTHUR BOSNA

cc: Jack E. Brown
Richard and Esther Caldwell

Paramount Unified School District

15110 California Avenue · Paramount, California 90723

213 - 630-3131 213 - 636-8361

October 17, 1975

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Director of Special Projects

Sam O. Kaylin
Practicums Department
National Ed.D. Program For Educational Leaders
Nova University

Dear Mr. Kaylin:

I have met with the authors of this Maxi I Practicum a number of times as they worked on their model for an alternative evening high school.

They have put in what I consider to be a maximum effort in this regard. Just getting the Anaheim Union High School Board of Trustees to approve the prototype and vote expenditures for a summer school program was a master accomplishment and certainly worthy of mention to you.

Their practicum is a thorough, professional piece of work which may have some far reaching effects in California during the next few years.

It is my professional opinion that the practicum did achieve what it set out to achieve and that its implementation and action component was very significant. If they pursue this area into a Maxi II Practicum I feel that a major contribution into education of youth will have been made. In all of the work, written and experimental, that has taken place in education regarding dropouts and mysterious disappearances over the years I feel that a change in curriculum and this area of an evening high school are two that hold the most promise for the future.

I wish them luck and will be watching the program as it continues to expand with interest and a wish for continued success. There are so many complex problems inherent in early school leavers that no one approach appears to be the total answer. Innovative programs such as this one are no doubt part of the answer.

I've enjoyed being a part of this practicum and wish them luck in their endeavors.

Sincerely,

Leonard Bacon

Leonard Bacon, Ed.D.
Assistant Superintendent
Instructional Services

cc: Mr. Jack Brown
Mrs. Esther Caldwell
Mr. Richard Caldwell

Anaheim Union High School District

501 Crescent Way • Post Office Box 3520 • Anaheim, California 92803 • (714) 956-6850

The Learning Climate

SPECIAL YOUTH SERVICES

October 20, 1975

Sam O. Kaylin
Practicums Department
National Education Department Program
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Mr. Kaylin:

The time has come to report to NOVA on the progress and completion of what I consider a worthy project by three of your Maxi candidates--Brown and the Caldwells.

It has been my pleasure to observe these candidates on several occasions, both as they participated in early subject research, program development footwork, and recording and write-up phases.

As a practicing psychologist for the Anaheim Union High School District, I have been keenly aware of the efforts and contributions of these three people in the initial success of their efforts to promote and establish some night instruction in the Anaheim Union High School District.

The problem component chosen by the authors was almost virgin in nature, and they worked hard to establish a need, sell the solution as proposed and developed by them, and have been instrumental in causing the Anaheim Union High School District to financially and philosophically support a full night high school program in this school district, starting in the Fall of 1975.

In my opinion, all three participants equally shared in the total problem solution.

This practicum is a worthy professional effort, which has already shown signs of improving our educational system.

I would be happy to discuss my positive and gratifying experiences with these candidates if you feel it necessary. Please do not hesitate to call.

Sincerely yours,

Mary C. McLean

MARY McLEAN, Ed. D.
District Psychologist

cc: Richard and Esther Caldwell
Jack E. Brown